TRANSMISSION OF CULTURE AND DEVELOPMENT OF EDUCATIONAL INSTITUTIONS

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Abstract

This article discusses the cultural transmission and development of educational institutions using references from relevant literature studies. Cultural transmission is the activity of sending or spreading messages from one generation to another about something that has become a habit and is difficult to change. The forms of cultural transmission are acculturation, socialization, and enculturation. Educational institutions exist in the community, living together with community members. Between the community and the school need each other. The community needs students and teenagers in schools, on the other hand, schools need the community to help the learning process at school by providing various kinds of facilities.

1. Introduction

Education is an inseparable part of human life. Through the education process, humans can form as a whole, both in terms of soul, body and spirituality. This is in line with the educational objectives in Law no. 20 of 2003 Article 3 concerning the National Education System which states that national education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming to develop the potential of students to become human beings who believe and fear God Almighty, noble character, healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen.

The life of a dynamic society is always undergoing changes and transitions, including in cultural matters. Culture can be passed down through education by reducing values derived from experiences. The educational process determines how the inheritance processes take place in society, because the values that exist in society will still exist if the community continues to preserve its culture, both in school and in the family.

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Education can be seen as a process of cultural transmission. The elements of culture that are transmitted through education include cultural values, customs, views on life, and various other life concepts that exist in society. Thus the implementation (implementing ideas, programs) values in a culture is an important element in the world of education. Art grows and develops in a civilization because basically humans need the satisfaction of feelings for beautiful (aesthetic) things, in addition to other material needs. This beauty is expressed through performing arts, visual arts, recording media arts, and others. The values of local wisdom that exist around the school can be used for learning

at school. No exception in learning to instill the values of nationalism. By integrating the values of local wisdom in learning at school, it is hoped that students will have an understanding of their own local wisdom, thus creating a love for their own culture. The process of integrating local wisdom values in learning in schools can be carried out for all fields of study.

On the other hand, culture is a way of life that develops and is shared by a group of people and is passed down from generation to generation. Language, as well as culture, is an inseparable part of human beings so that many people tend to think of it as genetically inherited. When a person tries to communicate with people of different cultures and adapt their differences, it proves that culture is learned. Passing culture from one generation to another through an activity of sending or spreading a habit/custom that is difficult to change is called cultural transmission.

2. Method

This article discusses the transmission of culture and the development of educational institutions. The type of this research method is a literature review analysis (literature research). This article will describe a scientific journal analysis that is relevant to the selected discussion.

3. Result and Discussion

A. Definition of Cultural Transmission

According to the Big Indonesian Dictionary, transmission is: 1) sending (forwarding) messages and so on from one person to another (object), 2) transmission, spreading, disease outbreaks, 3) sending or forwarding messages from one person to another person (object). Cultural transmission is an effort or process in conveying attitudes, beliefs, values, knowledge and skills from one generation to the next, so that the values of the culture can be maintained.

Cultural transmission is the activity of sending or spreading messages from one generation to another about something that has become a habit and

is difficult to change. Cultural transmission is the way a group of people or animals in a society or culture tend to learn and convey new information. One of the processes related to enculturation is the transmission of culture. Cultural transmission is the transmission of cultural values from one generation to the next (reproduction). In this regard, many cultural experts argue that the process of transmitting culture is nothing more than an educational process (Tilaar, 1999). In general, the elements of culture that undergo the process of transmission are cultural values, customs, views on life, various other concepts of life, various social habits used in interacting between community members, various attitudes and roles needed in association and their behavior. including physiological processes, reflexes and movements or certain reactions as well as physical adjustments including nutrition and food management to maintain life (Koentjaraningrat, 1990).

The transmission process includes the processes of imitation, identification, and socialization. Imitation is imitating the behavior of the people around him. First of all, of course, imitation in the family environment, then more and more it spreads to the community. The transmission of these cultural elements certainly cannot run alone, but must be through observing the involvement (observation of participation) from individual to individual, as stated by Tilaar (1999: 54) that humans are actors and manipulators in their culture. Therefore, the previously transmitted cultural elements must be identified in order to know the forms of culture, including the peculiarities of various cultural products (Barker, 2005:54).

The inheritance of learning culture can be equated with the term cultural transmission. That is an attempt to convey some knowledge or experience to serve as a guide in continuing the cultural relay. In this case, there is no society that does not carry out cultural inheritance efforts. This inheritance effort is not just conveying or giving something material, but the most important thing is conveying the values that are considered the best

which have become standard guidelines in society. Examples of cultural transmission: Indische culture which flourished in the 18th century to the 19th century, and was centered in areas of private land and in the Indische landhuizen environment. At the beginning of the 20th century this culture shifted towards urban life along with the loss of these centers of life. The shift in Indies Culture to Urban Life became a real cultural transmission in the lives of ancient people. There is a cultural change from Indis to a city (urban).

The way to pass on culture, teach behavior to new generations, differs from society to society. There are three general ways that can be identified, namely: informal (occurring in the family), non-formal (occurring in the community, and formal (occurring in formal educational institutions). Formal education is designed to direct the development of student behavior. Communities play a role in transmitting their culture to the next generation (Ihsan, 2005). The community also tries to make changes that are adapted to new conditions, so that new patterns of behavior, values, norms are formed in accordance with the demands of community development. the effort towards behavioral patterns, values, and norms is a cultural transformation. Social institutions commonly used as a means of transmitting and transforming culture are educational institutions, especially schools and families. Schools as social institutions have a very important role, because Education does not only function to transmit culture to the next generation, but also transforming it to suit the times.

1. Family Environment

   In the family environment, it is possible for an individual or group to identify in their environment, and gradually be internalized in their lives. The identification process in the family allows a person to get to know all members of his family, both close and distant relatives. Parents or groups who are already established in cultural transmission function as active resource persons through actions that are responsive and always encouraging, explaining various realities that exist in the environment

and the changes that take place around them. Efforts to respond, encourage and explain are based on experience, knowledge, prevailing in their environment so that the ways of carrying out learning are always adapted to the embodiment of their culture. Or in other words, the ways of learning culture are nothing but the result of adapting themselves to the culture they adhere to. The family has an important role because it is in the family that a generation is born and raised. They get their first lesson in the family environment, especially for people who do not know and create a formal education environment.

2. Family Education Environment

    Society as the largest human group that has habits, traditions, attitudes and feelings to live together. In principle, a society is realized if the group of individuals has long cooperated and lived together after settling down. The system of cultural inheritance through the community takes place in various social institutions, including the segregation of property rights, marriage, religion, legal system, kinship system and education system.

3. Community Education Environment

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4. School Education Environment

    Schools are facilities created by the community that function to carry out learning. Learning does not only convey knowledge in the form of training for intelligence, but also refines morals and makes good morals. Schools in the community are categorized as formal education. Education in schools within the framework of cultural inheritance has a

clear direction. The educators who serve as teachers carry out the delivery of knowledge and moral interactions based on designs or programs that are adapted to the knowledge system and values adopted by the community. And the process of cultural inheritance in schools is carried out in stages, planned and continuously.

5. Media Education Environment

Mass media is a part of society in charge of disseminating news, opinions, knowledge, and so on. The nature of the mass media is to look for news material that is actual (warm), attracts attention, and involves common interests. The mass media as a control medium for the occurrence of various deviations from the values and norms and rules that apply in society. One of the functions of mass media is as a means of education for the community. A lot of information that is reported and contains various opinions regarding various problems in the community will indirectly broaden the horizons of the readers.

B. Forms of Cultural Transmission

There are several forms of cultural transmission, which are as follows:

1. Acculturation

A social process that arises when a group of people with a certain culture is confronted with elements of a foreign culture. The foreign culture is gradually accepted and processed into its own culture without causing the loss of the cultural elements of the group itself. Acculturation refers to the process by which a culture is improved and modified through contact or direct exposure to another culture. For example, if there is a group of immigrants who later settle in the United States (host culture), then their own culture will be influenced by this host culture. Over time, the values, ways of behaving and beliefs of the host culture will become part of the host culture and will become part of the culture of the immigrant group. At the same time, the host culture is changing too.

2. Socialization

> A process of inculcating or transferring customs or values and rules from one generation to another in a group or society. A number of sociologists refer to socialization as a role theory. Because in the socialization process, the roles that must be carried out by individuals are taught.

3. Enculturation

> Enculturation refers to the process by which culture is transmitted from one generation to the next. We learn culture, not inherit it. Culture is transmitted through learning, not by genes. Parents, friends, school institutions, and government are the main teachers in the field of culture. And enculturation occurs through them. In order for culture to continue to develop, an adaptation process needs to be carried out. The developing paradigm is that culture is dynamic and is the result of a learning process. so that the culture of a society does not exist by itself. The process of learning and studying one's own culture in society is called enculturation. Enculturation causes certain community cultures to move dynamically following the times. On the other hand, a society that tends to find it difficult to accept new things in society is difficult to maintain an old culture that is no longer relevant to be called acculturation.

C. Development of Educational Institutions

> The origin of the emergence of schools is on the basis of the assumption and the fact that in general parents are not able to educate their children perfectly and completely. Educational institutions cannot be separated from society itself. Educational institutions exist in the community, living together with community members. Between the community and the school need each other. The community needs that students and youth are fostered in schools, on the contrary, schools need that the community helps the smooth learning process at school by providing various kinds of facilities.

> There is a reciprocal relationship between educational institutions and the community. Education or school provides benefits to the

community as well as the community provides support to the school. Such a relationship clearly benefits both parties. Wuradji (1988) also wrote about schools as social control and social change. as a control, among others, by correcting bad habits of children at home and in the community. And as a social change, among others, by selecting values, producing good citizens, creating new science and technology.

From the opinion of several experts, the benefits of school or education for the community are as follows:

1. Education as a cultural transmission and cultural preserver
2. School as a cultural center for the surrounding community
3. Schools develop children's personality

The development of schools depends on factors, including the ability of a community to finance the school system, the possibility of parents freeing their children from productive work helping parents, paying attention to certain groups in supervising the mastery of knowledge of certain skills and in providing opportunities for the younger generation master it to ensure the sustainability of society and the preservation of knowledge.

Culture in a society or nation has its own meaning and function for its members, including:

1. To fulfill certain basic human needs.

2. Produce and distribute goods and services.

3. Ensure biological sustainability.

4. Can create an orderly atmosphere and motivate members to survive.

According to Suwardi (2019) the development of educational institutions in the past and now can be seen in comparison both in the school and family environment, explained as follows:

1. School

b. How to teach. The teaching method used by ancient teachers generally was to use long-winded explanations, where it seemed that every word in the book was read. With this method, the

knowledge received by students only comes from the teacher. Meanwhile, today's teachers often only briefly explain the material, then invite students to ask questions if there are difficulties. In this way, students are motivated to develop their knowledge outside of school. For example, by browsing the Internet, taking courses, and so on. The knowledge gained will also increase.

c. How to advise students, How to advise students that was done by ancient teachers was with sentences that were usually harsh. Like alluding to his family's economic condition, appearance, and so on. This will make the students think hard at that time so they will not be teased by their teachers. Different treatment is carried out by today's teachers. They usually advise the disciples only with subtle advice and not to offend the student. This method is less effective because students sometimes only listen in the right ear and out in the left ear.

d. How to interact outside of school, the ancient teachers with a rigid teaching style, outside the classroom when greeted by their students, they just smiled and walked away. Because in them, there is a doctrine that explains that there is a dividing line between teacher and student. So, the student must have great respect for the teacher. Meanwhile, today's teachers are more flexible in interacting outside the classroom. For example, if there are students who say hello, they will smile loosely and sometimes even joke with the students.

e. The use of technology, In ancient times, when technology was not as sophisticated as it is today, a teacher if he wanted to explain the material, only used chalk and a wooden blackboard. Or if you use a tool, at most you can only use a map for geography lessons. It's a very different thing for today's teachers. Teachers now prefer to write their teaching materials in a presentation file which later the results can be displayed on the screen using an LCD projector.

Besides being more practical, this method can help students to find out in more detail an image/object/object.

f. Giving value, Giving the value that was done by the teacher in the past was in addition to the original value, there was a value that was taken subjectively by the teacher. The things that are assessed include the politeness, ethics, and enthusiasm of the students in exploring the material taught by the teacher. So that way, the student's value is truly original in accordance with the reality that exists in the student. Unlike today's teachers. Most teachers today only fill in a student's grade column only from the average test results plus assignments, and their activeness in asking or answering. So it is not uncommon for the grades that appear on the report card to not reflect the actual ability of the student.

2. In the family environment

a. How to Teach, Education in the past was considered unimportant by most parents, it was proven that there were a lot of illiterates in society. While today's parents attach great importance to their children's education, it is not enough just in schools but now many institutions are formed to improve the quality of children's achievements. But sometimes parents also often forget that the task of educating children is actually on the parents, not on institutions that are actually only helpful.

b. How to advise, How to advise parents in ancient times is to give sanctions in the form of beatings, insults, and oaths to their children when they make mistakes. While today's parents more often give lectures on mistakes and sometimes do not set a good example and even they themselves also make these mistakes.

c. How to interact, The interaction of parents with children in the past was more rigid. Children must always obey their parents. There can be no rebuttal. While parents today give freedom to their children.

The interaction is more relaxed, sometimes parents think their children are friends and vice versa.

d. The use of technology, in ancient times technology was still very rarely used, because it was still traditional. While today's parents give freedom to children, children are equipped with various kinds of technology to facilitate communication and obtain information.

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f. The use of technology, in ancient times technology was still very rarely used, because it was still traditional. While today's parents give freedom to children, children are equipped with various kinds of technology to facilitate communication and obtain information. Giving value, The true ancients were parents. The teachings given by parents are hereditary and must be limited. Meanwhile, today's parents provide freedom, are more flexible and open to change. Children are allowed to express their opinion.

4. Conclusion

Education can be interpreted as a learning process, providing knowledge, skills and attitudes through thoughts, characters and physical capacities by using institutions so that the goals to be achieved can be met. Education can be obtained through formal and informal institutions. The transmission of culture through informal institutions is carried out through enculturation since childhood in the neighborhood. In a highly complex, specialized and rapidly changing society, education has a very large function in understanding culture as a unit.

The faster the culture changes, the more time it takes to understand one's own culture. This makes the culture of the future cannot be predicted with certainty, so that in studying a new culture a new method is needed to study it. In

this case educators and anthropologists must work together, both of which have important and interconnected roles.

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